

**Using Question-Answer Relationship (QAR) strategy to improve
Students' Reading Comprehension of Eighth Grade Students at
SMP Muhammadiyah 06 Dau**

THESIS



By:

SHOFIA INTAN NASUTION

201410100311141

**ENGLISH LANGUAGE EDUCATION
DEPARTMENT FACULTY OF TEACHER
TRAINING AND EDUCATION UNIVERSITY OF
MUHAMMADIYAH MALANG**

2020

THESIS

This thesis is submitted to meet one of the requirements to achieve

Sarjana Degree in English Language Education



By:

SHOFIA INTAN NASUTION

201410100311141

ENGLISH LANGUAGE EDUCATION

DEPARTMENT FACULTY OF TEACHER

TRAINING AND EDUCATION UNIVERSITY OF

MUHAMMADIYAH MALANG

2020

This thesis was written by Shofia Intan Nasution and was

approved on 18 April 2020



This thesis was defended in front of the examiners of the Faculty of
Teacher Training and Education of University of Muhammadiyah
Malang
and accepted as one of the requirements to
achieve Sarjana Degree in English
Language Education
on 18 April 2020

Approved by:

Faculty of Teacher Training and
Education University of
Muhammadiyah Malang

Dean,

Dr. Poncojari Wahyono, M. Kes

Examiners:

Signatures:

1. Dr.Fardini Sabilah, S.Pd., M.Pd

1.

2. Adityo, S.S., M.A

2.

3. Drs. Jarum, M.Ed

3.

4. Kharisma Naidi W., S., M.Pd

4.

MOTTOS AND DEDICATION

MOTTOS

“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.”

-(QS. Al-Insyirah: 5-6)

“Everything will be okay in the end. If it is not okay, it is not the end”

- John Lennon

DEDICATION

This thesis is fully
dedicated to: My beloved father Nursutiyon
and mother Ermiyati My lovely big brother
M. Yusuf Rizaldi Nasution My youngest
brother A.A.A Ilham Nasution

AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon everyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledge in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, 18 April 2020

Shofia Intan Nasution

**USING QUESTION-ANSWER RELATIONSHIP (QAR) TO
IMPROVE STUDENTS' READING COMPREHENSION OF
EIGHTH GRADE STUDENTS AT SMP MUHAMMADIYAH 06 DAU**

ABSTRACT

This research is about using Question-Answer Relationship (QAR) strategy to improve students' reading comprehension of eighth grade students at SMP Muhammadiyah 06 Dau. The main purpose of this study is to find out whether or not there was significant difference of students' reading comprehension before and after the implementation of Question-Answer Relationship (QAR) strategy.

This study employed experimental design. This population in this study was eighth grade students and the total number of population is 90 students. There were two groups of sample; experimental and control classes. The researcher took 30 students as the sample. The main instruments were pre-test and post-test. After the researcher give treatment by using Question-Answer Relationship (QAR) strategy to the experimental class as well as the lecturing method was implied to the control group, the researcher gave pre- test and post-test in order to collect the data.

After collecting, gathering and analyzing the data, the researcher found that using Question-Answer Relationship (QAR) strategy showed that there was an improvement on the students' reading comprehension. Besides, based on the data analysis of the pre-test and post-test result of both classes by using Independent Sample T-test on SPSS, it was found that the sig. value (2-tailed) was lower than 0.05. In summary, using Question- Answer Relationship (QAR) could improve students' reading comprehension.

Key words: *reading comprehension, Question-Answer Relationship (QAR) strategy*

Advisor 1

The researcher

Drs.Jarum,M.Ed

Shofia Intan Nasution

ACKNOWLEDGMENTS

Alhamdulillah rabbi 'alamin, All of praises to be Allah, the most knowledgeable and the wisest, for giving me health, guidance, and patience to complete this work. May peace and blessing be upon his last messenger, Muhammad SAW, who was sent as a mercy to the world.

In this opportunity, I would like to acknowledge my deepest thanks and appreciation for numerous people who have involved and contributed suggestion, advice, supporting, guidance, sacrifice, and praying for me in completing this thesis.

1. Drs. Jarum, M.Ed as my first advisor and Kharisma Naidi W.,S.,M.Pd as my second advisor who have helped, guided, and supported the researcher during writing this thesis.
2. SMP Muhammadiyah 06 Dau who gave me the opportunity to implement my study, so I could collect all the data for my thesis.
3. For my parents, H. Nursutiyon and Ermiyati for their endless prayer and love.
4. My brothers, Muhammad Yusuf Rizaldi Nasution and A.A.A. Ilham Nasution for giving me support.
5. My big family and all my friends for all the help, time, and togetherness.
6. Thanks to Ariel Noah for giving me motivation and inspiration through his song and life lesson.

Hopefully, this thesis can be useful for all. May Allah SWT, bless all of them, *amin ya rabbal alamin*.

Malang, 18 April 2020

Table of Contents

Approval.....	iii
Mottos and Dedications	iv
Author's Declaration of Originality	v
Abstract	vi
Acknowledge	vii
Table of contents.....	viii
List of Table	x
List of Appendices	xi
CHAPTER I: INTODUCTION	1
1.1 Research Background	1
1.2 Research Problem	4
1.3 Hypothesis	4
1.4 Research Significance.....	4
1.5 Scope and Limitation.....	5
1.6 Definition of Key Terms	5
CHAPTER II: REVIEW OF RELATED LITERATURE.....	7
2.1 Definition of Reading Comprehension	7
2.1.1 Concept of Reading	7
2.1.2 Concept of Comprehension	8
2.1.3 Level of Comprehension	9
2.1.4 Definition of Reading Comprehension.....	11
2.2 Strategies for Reading Comprehension.....	11
2.3 Concept of Question Answer Relationship (QAR)	13
2.3.1 Definition of Question Answer Relationship (QAR) Strategy	14

2.3.2	Types of Question Answer Relationship (QAR) Strategy	14
CHAPTER III: RESEARCH METHOD		17
3.1	Research Design	17
3.2	Population and Sample	19
3.3	Data Collection	20
3.3.1	Research Data	20
3.3.2	Techniques	20
3.3.3	Instrument	21
3.3.4	Procedures	21
3.4	Data Analysis	22
CHAPTER IV: FINDINGS AND DISCUSSION		24
4.1	Findings	24
4.1.1	Students' result of pre-test in experimental class	24
4.1.2	Students' result of pre-test in control class	25
4.1.3	Students' result of post-test in experimental class	26
4.1.4	Students' result of post-test in control class	26
4.1.5	The Hypothesis Testing	26
4.2	Discussions	34
CHAPTER V: CONCLUSION AND SUGGESTIONS.....		36
5.1	Conclusion	36
5.2	Discussion	37
5.2.1	For English Teachers	37
5.2.2	For Further Researchers	37
REFERENCES		38
APPENDICES		39

LIST OF TABLES

Table 3.1 True Experimental Design	18
Table 4.1 Descriptive statistic of pre-test	24
Table 4.2 Descriptive statistic of pre-test score	24
Table 4.3 Descriptive statistic of pre-test score	26
Table 4.4 test of normality pre-test	27
Table 4.5 Test of Homogeneity of Variances	28
Table 4.6 Independent sample T-test	29
Table 4.7 Descriptive statistic of Post-test score	30
Table 4.8 test of normality post-test	31
Table 4.9 test of homogeneity	32
Table 4.10 Independent sample t-test	33

LIST OF APPENDICES

Appendix 1 Instructional Implementation Plan.....	39
Appendix 2 Pre-test and Post-test	75
Appendix 3 The Scores of The Experimental and Control Class.....	88
Appendix 4 Control and Experimental Treatment	92
Appendix 5 Photograph.....	9



